

# Great Ideas

## for Safe Schools

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A collection of Safe  
Schools Programs and  
Strategies from the  
Attorney General and  
State Superintendent  
of Public Instruction  
Safe Schools Task Force



**July 2001**



## Attorney General and State Superintendent of Public Instruction

# SAFE SCHOOLS TASK FORCE

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### *Great Ideas for Safe Schools*

**SCHOOL LAW ENFORCEMENT  
PARTNERSHIP**

*Great Ideas for Safe Schools* is a collection of safe school programs and strategies suggested by the **Attorney General and State Superintendent of Public Instruction Safe Schools Task Force**. The twenty-three member task force, appointed by State Superintendent of Public Instruction Delaine Eastin and Attorney General Bill Lockyer in February 1999, with members representing education, law enforcement, community groups and youth, provided information and ideas on safe school strategies working in their communities.

The ideas included in this document illustrate three themes: *prevention*, *preparedness* and *partnership*. The Task Force believes that *preventing* behavior problems from escalating into violent acts, *preparing* for traumatic events (natural or otherwise) and *partnering* to share ideas and resources, will help keep school communities safe.

This document does not cover all of the issues that schools and communities need to address in preparing for a safe school community. Rather, it represents programs or strategies that communities have put into practice, or resources that have been developed, to address a particular need or problem identified by the **Safe Schools Task Force**.

This document may be copied and distributed in part or whole, in anticipation that we can all learn from successful programs. It can be downloaded from the Attorney General's Crime and Violence Prevention Center website at <http://caag.state.ca.us/cvpc> or the California Department of Education's Safe Schools and Violence Prevention Office website at <http://www.cde.ca.gov/spbranch/safety>. You may also request a copy by writing:

Crime and Violence Prevention Center  
California Attorney General's Office  
P.O. Box 944255  
Sacramento, CA 94244-2550

***"Partnering for Safe Schools"***

Attorney General and State Superintendent of Public Instruction  
Safe Schools Task Force

## Great Ideas for Safe Schools

### Safe Passage Program

#### **Fresno STARS**

Contacts: Terri Pierretti, Fresno Unified School District (559) 457-3622  
Dennis Bridges, Fresno Police Department (559) 498-1410

*The Fresno Students Traveling and Arriving Safely or Fresno STARS* program is designed to help students going to and from school. During the 1997-98 school year, the community experienced several attempted abductions and a series of armed robberies during the times of day when students were traveling to and from school. The school joined with the police department, parents, city businesses and volunteers to develop the program using the following strategies:

- Parent patrols that enlist parent volunteers to walk or drive the streets near and around schools with an eye out for suspicious activity or students in distress. They are identified by their bright vests, if they are walking, or by magnetic signs on the cars of those driving through the neighborhoods. All volunteers are equipped with cell phones and/or two-way radios to contact authorities when they detect suspicious behavior.
- Neighborhood residents can have their residences designated as a *safe house* by the Fresno Fire Department's *A Friend is Waiting* Program for any child who is frightened or in distress. An easily identifiable decal on the front of the house shows students that the residence is a safe place to escape from possible harm.
- City of Fresno employees serve as the eyes and ears for police through the *City Eyes* program. Sanitation engineers, bus drivers and public works employees are trained to detect and report suspicious behavior.
- School personnel, students and police officers walk and patrol the perimeter of the school grounds, during, before and after school, ready to recognize and act on suspicious behavior. Students are trained to walk in pairs, take safe routes and avoid shortcuts.

### Academic Support Programs

#### **Sacramento START**

Contact: Pamela Haynes, Sacramento County Office of Education (916) 277-6195

*Students Today Achieving Results for Tomorrow (START)* envisions building the capacity of children to succeed academically and socially through reconnecting neighborhoods with schools. This after school program includes art projects, academic tutoring, organized sports and dance activities. It is specifically designed to create enthusiasm for learning while building reading, writing, verbal, and math competencies and strengthening social skills. The purpose is to improve student literacy, homework completion, social skill development, and classroom behavior for elementary school students. The program is a partnership between the Sacramento County Office of Education and seven of Sacramento's school districts representing forty elementary schools, city and county agencies, foundations, corporations, community-based organizations, parents and students. Preliminary evaluation results show that 70 percent of START children

improved more than their peers in reading, math and writing scores. Four out of five students have acquired an enthusiasm for learning and raised their self esteem. Teachers see improved academic performance and most parents state that their child has benefited greatly.

### ***Hanshaw Middle School's Integrated Service Program***

Contact: Teresa Gonzales, Hanshaw Middle School, Modesto City Elementary School District  
(209) 576-4847

Hanshaw Middle School has operated as a full-service school since it first opened in 1991. Cited as a model school, Hanshaw Middle School acknowledges that if students are to succeed academically, they must be socially and physically healthy. Hanshaw operates an interdisciplinary curriculum, where teachers team teach and students are provided cooperative learning opportunities. The school climate is designed to encourage flexibility, personal responsibility, and collaboration. Funding from the California Healthy Start program has made it possible to include health and social services, including a dental center, bilingual and bicultural health practitioners, conflict management groups, a police sponsored basketball program, parent education classes, family case management services and the *Block House* used to notify parents about neighborhood youth activities.

## **Peer Programs**

### ***Teen Court Diversion Program***

Contact: Kristen Rogers, El Dorado County Public Health Department (530) 622-1730 ext. 430

The El Dorado County Office of Education and local school districts in Placerville and Lake Tahoe work with the probation department and court system to offer a course for students about the legal system and allow offenders who admit their guilt to be sentenced by a jury of their peers in a courtroom setting. Students who participate by taking the course at El Dorado High School receive extra credit.

Most youth in the *Teen Court Diversion Program* have committed misdemeanor offenses and are screened by probation to determine eligibility. The parents of eligible students are interviewed regarding home behavior and attitude. If the student is accepted, he is given the option of participating in the teen court process or undergoing a juvenile court hearing. The teen must admit responsibility for the offense and be willing to accept the sentence imposed by his peers.

The teen court is presided over by a volunteer Superior Court judge to ensure that the process is fair and that all sanctions are binding on the offender. High school students act as jurors, attorneys, court officers and clerks. Practicing attorneys volunteer as mentors to the youth who act as counsel and assist them in preparing briefs and courtroom presentations.

Students who act as attorneys argue for their sentence recommendations and the offender and witnesses may take the stand for questioning. Peer juries prescribe punishments that often include: a tour of juvenile hall; service on the teen court jury; tour of treatment facilities; job training; community service; written essays and apology letters. Occasionally, sentencing terms and conditions are designed to meet the special needs of the offender. They may include added elements such as family support or agency referrals to address underlying issues.

## **Power of Peers**

Contact: Gail Whang, Oakland Unified School District (510) 879-8123

The *Power of Peers Program* in the Oakland Unified School District trains youth in specific skills, such as effective communication and decision making, and provides opportunities for the trained youth to serve as a resource or “link” between students and other prevention and support services.

The program provides opportunities for 8<sup>th</sup> grade students in middle school and 10<sup>th</sup> to 12<sup>th</sup> grade students in high school to speak to younger students on topics such as violence prevention, harassment, racism, domestic violence, drug abuse and teen pregnancy. The program also includes conflict management skill building, peer counseling, freshman buddy connections and peer tutoring. During the 1999-2000 school year, students from two middle schools participated on the district’s Sexual Orientation Task Force to develop and present to 6<sup>th</sup> grade students on the subject of erasing homophobia.

## **Teens on Target**

Contact: Marla Becker, Oakland Unified School District (510) 594-2588, ext. 307

The *Teens on Target (TNT)* Program was started after the shooting deaths of two students in Oakland high schools 10 years ago. The program is designed to train students as leaders in preventing violence at home, at school, and in the community. The curriculum itself covers four forms of violence — guns, domestic and dating, gangs, and drugs and alcohol.

Each year 60 students who are considered to be at a high risk for violence or for dropping out are selected to be trained everyday after school for 10 weeks. Typically, half the students continue in the program and meet three times a week for the remainder of the school year to develop their presentations. They present six separate sessions and each one is presented by a different TNT participant. It is estimated that the TNT Program reaches 2000 middle schools per year.

TNT participants also work with school staff on their safe school plans; they address the school board, county board of supervisors, city council members, and state legislators on issues of school safety and access to guns. They discuss issues that expose students to police officers and are encouraged to get involved in policy matters related to school safety and violence prevention.

## **Youth as Partners**

### **Human Efforts Aimed at Relating Together (HEART)**

Contact: Joell T. Juntilla, Youth Relations Coordinator, Los Angeles Unified School District  
(213) 625-6440

This student mediation program involves students in mediation groups who want to be responsible and accountable for ensuring safety on the school campus. The groups meet each week to discuss and mediate incidents that involve race, ethnicity, gender, and gang affiliation. The students involved in the mediation process are also on call to help with a crisis or conflict involving their peers. When an incident escalates, these volunteers are called upon to intervene and work with the parties involved to deescalate the situation. The program involves students who are trained and guided by teachers, counselors, and administrative staff from the school district.

## ***Student Problem Identifying and Resolving Issues Together (SPIRIT)***

Contact: Stephen Thom, Mediator and Trainer, Community Relations Services, United States Department of Justice, Los Angeles (213) 894-2810

In this mediation program, students are assembled in homogenous groups to identify what they believe to be outstanding issues in a school and to determine whether or not there are racial or other differences that would not be revealed if the group was mixed. Emerging issues are then discussed in a heterogeneous setting and include administrators and program staff who assist in working through the differences. This comprehensive intervention has been successful in working with students from kindergarten through grade 12, and with community members, parents, and law enforcement. *Peace Builders Program* is another peer intervention program that focuses on positive relationships and rewards of praise and acknowledgment. Other successful interventions include *Student Dialogue Study Circles* and *Second Step Anger Management* to help students discuss issues of concern or be able to recognize when they are angry and how to handle it.

## ***School Safety Symposium***

Contact: Ron Anderson, Director of Special Education and Student Welfare and Support Services, Fullerton Joint Union High School District (714) 870-2842

The *School Safety Symposium*, sponsored by the student Advisory Council at Fullerton Joint Union High School District, promoted school safety. Each school in the district was represented by principals, students, parents, and school resource officers who worked in groups to discuss a wide spectrum of issues from put-downs to metal detectors — locker searches to problem-solving. By sharing best practices, the work groups were able to develop action plans for enhancing safety, and students and the community felt reassured about the safety of their campus.

## ***Student-Based Problem Solving***

Source: The National Institute of Justice Publication #NCJ 177618.  
This publication can be obtained by calling 1-800-851-3420.

A program conducted by Charlotte-Mecklenburg County in North Carolina was studied by the United States Department of Justice, National Institute of Justice which found that this guided group process of student-based problem solving can reduce school crime and disorder to improve the overall school climate. The study showed that *as students accept responsibility for their school environment, they develop improved attitudes about police, their peers, the meaning of fairness, clarity of school and social rules, and their own ability to influence change and even school itself.*

In the *Charlotte School Safety Program*, the high school added a problem-solving module to its 11<sup>th</sup> grade government and history class. It involved one or two days a week of joint student/teacher/law enforcement efforts to identify and solve school problems related to school safety issues. As the process continued, students assumed more and more responsibility. Teachers supervised assignments, out-of-class work, data collection, and analysis. The school police officer attended the problem-solving classes and participated when asked.

The institute concluded that *the most significant problems in our schools may not be the ones that receive the most attention — gangs, drugs, and armed agitators. Most of the conflicts uncovered during this study were part of every day school interaction.* Moreover, the study concluded that a school's students were interested in safer more orderly environments and that teachers and project observers were consistently

impressed by the extent of student involvement. The number of students who saw teachers being threatened fell by one-third, and those who witnessed physical attacks on teachers declined by more than one-half. By the end of the school year, 40 percent fewer students feared harm during school hours, 29 percent fewer incidents required suspension, there were 70 percent fewer student conflicts, and 46 percent fewer student/teacher conflicts.

## **Attendance Improvement Programs**

### ***Monrovia Curfew***

Contact: Joseph A. Santoro, Chief, Monrovia Police Department (626) 256-8096

The City of Monrovia adopted the nation's first anti-truancy/daytime curfew ordinance in an effort to keep students in school and hold them accountable. The city ordinance serves as a model and is being replicated throughout California and many other states. It is predicated on the idea that students who are truant or found on the streets during school hours are cited (similar to a traffic ticket) and are summonsed to appear in the traffic Division of Juvenile Court, accompanied by a parent or legal guardian. If the citation is upheld, the student either pays a \$127 fine or serves 28 hours of community service. The student's driver's license can also be suspended or its issuance delayed. If the student fails to appear, an arrest warrant is issued. If the court determines that the parents or guardian(s) are not exercising proper control and supervision over the student, it may require that parents attend a parent education class sponsored by the police department.

The program began in 1994 and more than 900 citations have been issued with 99 percent of the students choosing to perform community service. Over the same time period, the truancy rate has decreased by 39 percent and the rate of daytime crime has dropped 40 percent.

### ***Rohnert Park's Stop, Cite, and Return Program***

Contact: Sergeant Art Sweeney, Truancy Intervention Coordinator, Youth Services Division, Rohnert Park Police Department (707) 584-2699

The *Stop, Cite, and Return Program* in Rohnert Park was designed to reduce truancy and juvenile crime in the community. During school hours, officers issue citations to students for truancy and are returned to school to meet with their parents and the vice principal. Students can receive as many as two citations without added penalty. The third citation comes with a referral to appropriate support service agencies in the community. This initiative has been credited with reducing daytime burglary rates by 75 percent since 1979.

### ***Bakersfield Truancy Reduction Program***

Contact: Daryl Thiesen, Kern County Prevention Program Coordinator, School Community Partnerships Department, Kern County Office of Education (661) 636-4757

This *Truancy Reduction Program* was formed by a consortium of school districts within Kern County to address truancy. The students served by this program are referred to Kern County Probation and officers visit parents, check with the student's school each week and, when necessary, refer students and their families to local social service programs. The probation department partners with the school and tracks the students for a full year. If it is necessary during the year, the student is referred to the local district attorney. A majority of students who go through the truancy reduction program are successful and no longer have truancy problems.

## **Los Angeles County's Abolish Chronic Truancy Program (ACT)**

Contact: Thomas Higgins, Los Angeles County Deputy District Attorney (909) 620-3330

The Los Angeles County's *Abolish Chronic Truancy Program (ACT)* was created collaboratively with the Los Angeles County District Attorney and the Los Angeles County Probation Department. The program identifies students at risk of establishing poor attendance and behavior problems and intervenes. The student's parents are notified in writing about their responsibilities for assuring their student's attendance under California law. The parents and students also meet with a deputy district attorney, a representative from a community-based business or organization, and school personnel. The parents may be referred for parenting classes or counseling, and are urged to accept the services and advised that their child's continued absences and behavior will not be tolerated.

Students who continue to have attendance problems are reviewed by the School Attendance Review Team (SART) which includes the parent(s), a deputy district attorney, a probation officer, school representatives, and community members. The students' strengths and weaknesses are evaluated and the deputy district attorney discusses possible legal consequences if the student continues the pattern of absences and refuses appropriate support.

The School Attendance Review Board (SARB) is the next step for students for whom the previous steps fail. This board has broader representation, and is the final resort before court proceedings are filed against the student and parents.

If these interventions are not successful, court action against the parents and child can result in the parent being sentenced to one year in the county jail, and/or a \$2,500 fine.

## **La Habra School Attendance Review Boards**

Contact: Joan Mallard, Director of Special Programs, La Habra City School District,  
(562) 690-2330

Like many schools, La Habra City School District has a School Attendance Review Board (SARB) whose members are school and law enforcement representatives. SARB hearings for students and their parents are held at the police department to reinforce the serious consequences of not attending school. The difference is that La Habra also has a School Behavior Review Board. This board has many of the same participants as the SARB, and provides an opportunity for the school and law enforcement officials to share information about students with a broader range of behavioral problems. It also allows both systems to *piece things together when a child's behavior becomes inappropriate*.

## **Police and Probation Services**

### **Peacekeeper Violence Prevention Program**

Contact: Ivan Kent, Director of Student Services, Stockton Unified School District  
(209) 953-4037

The *Peacekeeper Violence Prevention Program* is based on Boston's *Operation Ceasefire* and Boston's *Gun Project*. This broad-based project includes participation from over twenty-five law enforcement and public social service and community-based agencies and is jointly administered by the City of Stockton and San Joaquin County. The law enforcement partners include their Federal Bureau of Investigation (FBI),



Alcohol, Tobacco and Firearms (ATF), the San Joaquin County District Attorney's Office, the San Joaquin County Probation, the California Youth Authority Parole Board, the U.S. Attorney's Office, and the California Department of Justice. The goal of the program is to reduce serious youth gang and gun-related violence.

Peacekeeper forums are held in juvenile court, state parole offices, and at local high schools and involve one representative from all partner agencies who speak with targeted group of youth who are on parole or probation, are gang members, or who have been responsible for or involved in violent behavior. The youth are advised that if they or their gang causes violence, all partners in the *Peacekeeper Program* will work together to identify, arrest, and prosecute the offenders. The U.S. Attorney also advises that violations of federal law are heard in federal court, and if found guilty, the responsible person(s) will be incarcerated in federal prison.

Another component of the program consists of outreach to youth at-risk, but not yet part of the juvenile justice system. This is carried out through social service workers who gather intelligence information as well as provide youth on the street information about health care, education, job training, and other related services. Both the street gang outreach workers and the Peace Partners work closely with law enforcement to receive referrals and share information to prevent violence.

Although results from the program cannot be accurately measured, there are positive indicators. For example, in 1998 Stockton had three gang-related homicides compared to 18 in 1997.

### **Operation Clean Sweep**

Contact: Clark Morrow, Program Manager, Public Information Office, San Bernardino County Sheriff's Department (909) 387-0629

*Operation Clean Sweep* is a countywide program administered in partnership between the San Bernardino County Sheriff's Department and the County Superintendent of Schools. The program began in 1997 and provides training for school administrators in recognizing and determining elements of school crime, and provides schools with the ability to cite students involved. Students who receive citations must appear before a hearing officer in traffic court and are fined substantial dollar amounts in accordance with the crime. The fine (or most of the dollar amount) is waived if the student agrees to improve and maintain his/her grade point average, attend school, perform community service, and participate in supportive programs, .e.g., anger management or smoking cessation. When the student succeeds in completing the terms of the agreement, he/she must provide written verification in order to have all or part of the fine waived.

Also, the program maintains a speaker's bureau and makes available speakers for school staffs and student assemblies from such organizations as the Simon Weisenthal Museum of Tolerance. A third service provided by the Sheriff's Department is school security assessment. Officers examine the campus and make security improvements on request.

Evaluation results reveal a 53 percent reduction in calls for service from San Bernardino County schools during the first year of the program (1997-98). The percentage has improved to a 68 percent reduction in the number of calls in 1999-2000. There has been an overall 20 percent reduction in suspensions and a 19 percent reduction in expulsions from the baseline year.

## ***Counter Force and Diversion Program***

Contact: Officer Walt Simon, Youth Services Division, Vacaville Police Department  
(707) 449-1820

*The Counter Force and Diversion Program* is provided by the City of Vacaville and the Vacaville Police Department in cooperation with the Vacaville Unified School District. A Youth Services Office is located on each of the city's two high school campuses and serves both high school and middle school students. The campus offices are staffed with a law enforcement officer, a social worker, and a series of family support workers. The approximate \$600,000 in funding for the program was shifted from other programs and departments by the city council.

*Counter Force* combines a work program, counseling, life skills classes, recreation, and an alumni program. Each referred student is interviewed to determine his/her specific needs. Students who are old enough can work with local businesses. Approximately 200 students have gained employment experience since the program began in 1994.

The Vacaville Police Department's Youth Services Division also provides coordinated support services for youth (and families of youth) who have been arrested for the first time. These youth enter a more formalized standard diversion contract under which they perform non-paid work, receive counseling, take law and education classes — complete with essay assignments, and are under an officer's supervision.

This program has helped identify three elements believed to be essential in a successful intervention for youth at risk. The program establishes positive and rewarding relationships between youth and adults, educates youth in developing life skills necessary to cope more effectively with society, and provides ways for youth to interact with mainstream society through employment or other marketable capacities.

## ***Campus Police/Probation Teams***

Contact: Cindy Adam, Juvenile Probation Officer, Fresno County Probation Department  
(559) 455-5353

*Campus Police/Probation Teams* were first formed in 1993 as a project of the Fresno County Probation Department, the Fresno Police Department, and the Fresno Unified School District. The teams consist of one probation officer, one police officer, and a school resource officer. Although located on each of the seven major high school campuses, the teams also provide services to juvenile offenders attending the elementary and middle schools within those high school district boundaries.

The teams respond to problems ranging from truancy to minor criminal offenses and utilize youth court and mediation processes to divert offenders away from the formal courts of the juvenile justice system. Juvenile probation provides a staff person to supervise students on probation, and probation and police officers provide prevention and early intervention services.

In the past five years reports of loitering have been reduced by 80 percent, battery against teachers has been reduced by 64 percent, and assaults on teachers have declined 50 percent. Additionally, there has been a 25 percent reduction in assaults on students, a 90 percent reduction in the number of firearms on campus, and a 37 percent reduction in the possession of other weapons.

## **Reflections (formerly known as FACES)**

Contact: Yvette D. Kevin, Supervisor/Program Manager, San Diego County Probation Department  
(619) 698-5457 or (619) 668-0363

The *Reflections Program* better known as *Families and Children Empowered for Success (FACES)* focuses on minority youth and the prevention of juvenile delinquency. The San Diego County Probation Department, San Diego County Office of Education, the Office of Criminal Justice Planning, and Spectrum Counseling Services provide a multifaceted program of counseling and education for high-risk youth whose only alternative would be placement in long-term residential facilities.

San Diego County Office of Education provides the facilities, teachers, and transportation for students. The ratio of twelve students per teacher and one teacher's aide is maintained because of the need for individual remedial and/or accelerated instruction. The classes facilitate assistance in preparing for the General Education Diploma (GED) or Proficiency Examination, and help prepare students for secondary or vocational education programs. The teachers provide daily before school counseling for scheduling and setting behavioral and academic goals. End-of-day briefing sessions are also available to discuss student accomplishments, shortcomings, and mishaps. Probation officers are also on hand to provide immediate intervention and assistance when needed.

On a weekly basis, probation officers and community-based personnel provide information about gang involvement, chemical dependency, anger management, sexual and physical abuse, self-esteem, setting limits, business and economics, and life skills training. Mental health professionals, including marriage and family counselors and chemical dependency and bilingual counselors, are available at all times. Probation officers work with families (including siblings and parents) in their homes two nights each week. On weekends they assist with conflicts and provide support and education on parenting, including how to develop and maintain a healthy family.

Evaluation of the *FACES Program* shows more than 50 percent of the youth in the program remain at home for approximately 18 months after enrollment, that a majority of parents participate in the family education classes, and more siblings are also remaining in the home.

## **Safety Education**

### **Every 15 Minutes Program**

Contacts: Cindy Kane, Southern Division Coordinator, California Department of Alcoholic Beverage Control (ABC), (562) 860-4095 or Katie Lenihan, Northern Division Coordinator, Department of ABC (916) 263-6194

The *Every 15 Minutes Program* is a two-day program where high school students discuss drinking and driving, personal safety, decision-making, and the impact their decisions have on family, friends, and others. This first-of-its-kind prevention education program was developed by the Chico Police Department in 1995 through the California Department of Alcoholic Beverage Control's Grant Assistance to Law Enforcement (GALE). The Chico Police Department was awarded the *Excellence in Community Policing Award* by the National League of Cities in 1996 for its efforts.

In the early 1990's, every 15 minutes someone in the United States died in an alcohol-related traffic collision. Since that time, with the implementation of new laws, and grassroots organizations like *Mothers Against Drunk Driving*, the death rate is currently one death every 30 minutes—a number that continues to be unacceptable.

The program brings together a broad coalition of interested agencies with the goal of reducing alcohol-related traffic fatalities among youth. The partnering of law enforcement, the Department of Alcoholic Beverage Control (ABC), the California Highway Patrol, local hospitals, emergency medical responders, schools, businesses, and service clubs, validates the importance of working together to ensure a healthy community. The program identifies approximately 25 students from a cross-section of the school's student population. Parents are advised of the intent of the two-day program and must sign waivers for their student to participate.

On the first day, a simulated drunk-driving collision and a pre-recorded 911 call triggers an emergency response by law enforcement, firefighters, paramedics, and the coroner. Four students are involved in the accident. One with minor injuries; one critically injured and removed by firefighters using the "jaws of life;" a third is declared dead at the scene and removed by the coroner; and the fourth student is the drunk driver who is given a sobriety test, arrested by police officers, and booked on drunk driving charges. This student must call his/her parent or guardian to explain. Emergency medical responders transport the critically injured student where doctors simulate attempts to save his/her life. The doctor must notify the deceased student's parents, complete with discussion of organ donation, and the student who died at the scene is taken to the morgue, weighed, measured, placed in a body bag, and stored until the family can make an identification.

At the end of the first day, students accompany law enforcement officers on an overnight retreat where they have no contact with family or friends. They participate in team-building activities and learn, first-hand from people who have been involved in, or affected by, a drunk driving accident. The program ends with students writing letters to their loved ones with thoughts of "what might have been" if they hadn't been killed on that particular day.

On day two, students assemble to watch a video of the previous day's events and read aloud excerpts from the letters written the night before. They share feelings about having been taken without a chance to say goodbye. Trauma responders, emergency room doctors, law enforcement officers, and emergency personnel describe how they are personally affected daily because of poor choices about alcohol. The assembly concludes with a call to action — a challenge — for everyone in the auditorium to make responsible choices.

The Department of ABC provides matching grants to agencies and organizations interested in presenting an *Every 15 Minutes Program*. In 1999-2000 it issued 72 grants of up to \$4,000 each.

### ***Alameda Community Oriented Policing Preventative Services (C.O.P.P.S.)***

Contact: Officer Gary Self or Officer Jarrod Suth, Alameda Police Department  
(510) 748-4508, ext. 3305

The *Alameda Community Oriented Policing Preventative Services (C.O.P.P.S.) Program* operates as part of the Alameda Police Department. Its focus is on education and community services with programs and activities aimed at teaching safety to students. For example, the *Child Awareness Program* is presented in a series of four lessons by police technicians. Better known as *Stranger Danger*, the lessons teach children the importance of following rules and how to use "911." *Safety Town* is a miniature town that includes a bank, a fire department, and a police station. Kindergarten aged children tour the town as a field trip and are guided by members of the police department and the Alameda Fire Department. The tour includes a visit from *McGruff*, the crime dog; *Pluggie*, a miniature talking fire truck; and *P.C.*, a scaled down, electronic, interactive police car.

## **Safety Assessment Efforts**

### **Los Angeles Unified School District Assessment Teams**

Contact: Wesley Mitchell, Chief of Police Services, Los Angeles Unified School District (LAUSD)  
(213) 625-6640

The Los Angeles Unified School District Police Services has created threat assessment teams to assess and analyze threats of violence in schools, both real and imagined. The concept is modeled after a successful workplace violence program in New Haven, Connecticut. The assessment team is comprised of a mental health professional, a school discipline staff person, and a LAUSD police officer. The goal is to have a threat assessment team on every school campus to determine how each threat to school safety should be handled. The assessment includes a psychological assessment of the person making the threat and follows through with referrals, as necessary, in order to address issues before they escalate into violent acts.

### **School Security Assessment**

Contact: Wesley Mitchell, Chief of Police Services, Los Angeles Unified School District (LAUSD)  
(213) 625-6640

A school security assessment is an analysis of the school's physical environment to identify design flaws in the buildings and grounds and suggest remedies that would make the school less vulnerable to crime. Some remedies could be as simple as installing better lighting, moving entrances and exits, or opening up hallways and stairwells. The examination could uncover the need for a new student and staff identification system, or added procedures for allowing entry of guests and monitoring their visits.

Chief Wesley Mitchell states that, unlike airports, school campuses cannot be secure 24 hours a day. They can be penetrated during non-business hours. Also, some occurrences during business hours: e.g., throwing guns or weapons over a fence or through an open window cannot always be controlled. It is his belief that programs and strategies to build character and develop responsibility must be accompanied by increased security to keep inappropriate activity at a minimum. Using Locke High School in LAUSD as an example, he stated Principal Annie Webb's standard for graffiti removal as a case in point. It illustrates how student buy-in to the standards set by the school is also very important to minimizing school crime. He stated that students were paid to remove graffiti before school. When they knew who the vandals were and would say, "don't do it, because if you do, then I have to take it down," there was less graffiti.

## **Professional Advisory Teams**

### **School/Law Enforcement Partnership Cadre**

Contacts: Steve Schwendimann, Education Programs Consultant, Safe Schools and Violence Prevention Office, California Department of Education, (916) 323-5277 or Arlene Shea, Crime Prevention Specialist, Crime and Violence Prevention Center, Attorney General's Office (916) 324-7863

*The State Superintendent of Public Instruction and the Attorney General encourage local partnerships among schools, law enforcement and communities. An important feature of the School/Law Enforcement Partnership is its "Cadre" of education and law enforcement specialists who promote partnership in their local communities, as well as provide services to schools who request school safety-related assistance.*

The *School/Law Enforcement Partnership Cadre* also provides regional training to schools in how to develop and implement comprehensive safe school plans, and the program administers grant programs and other funding opportunities for safe school improvement.

### **Community United for Fullerton Safety Project (CUFS)**

Contact: Ron Anderson, Director of Special Education and Student Welfare and Support Services,  
Fullerton Joint Union High School District (714) 870-2842

The *Community United for Fullerton Safety Project (CUFS)* is funded through a grant from the Governor's Office of Criminal Justice Planning to proactively reduce gang violence and divert potential gang recruitment. Project *CUFS* provides constructive programs and recreational activities as alternatives to gang membership. The project is led by a local coordinating committee made up of representatives of five community agencies. The committee meets two times each month to provide direction and support the objective of the grant. The project was initiated in 1992 and has provided training for school administrators, school board members, school staff, and project participants relative to gang behavior and drug abuse. Students identified for services from Project *CUFS* have received counseling services, participated in conflict resolution programs, and are involved in recreational activities.

### **Incident Profiling System**

Contact: Bob Montenegro, Director of Safe Schools, Anaheim Union School District  
(714) 999-5654

The *Incident Profiling System (IPS)* records all disciplinary incidents and school crime and is used by each school in the Anaheim Union High School District. The district is designated the West Coast Resource Site for all school districts interested in implementing a School Management Resource Team (SMART) Program on its computers. The IPS generates reports describing patterns of disruptions, incidents, and crimes. The data is reviewed by school site teams each month and used to help determine goals, interventions, support services, and disciplinary plans. The IPS helps to gain objective data and indicators without categorizing students by race, gender, number of suspensions, or referrals, and enables the district to develop a fair, proactive approach to discipline.

We would like to hear about *Great Ideas for Safe Schools* in your school community! Please forward information to:

### **Great Ideas for Safe Schools**

Crime and Violence Prevention Center  
California Attorney General's Office  
P.O. Box 944255  
Sacramento, CA 94244-2550